

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 03 2014**

READY TO WORK SERVICE R2W
C/O MONIQUE SCOTT
PO BOX 381 - 1970 N CLEVELAND
BATH, OH 44210

Employer Identification Number:
90-0839946
DLN:
17053072354014
Contact Person:
TRACY P DORNETTE ID# 31330
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
August 5 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

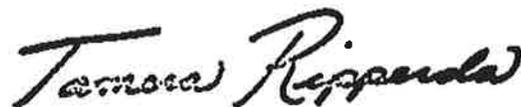
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947



Description of Nature of Partnership

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

Each member of the partnership is responsible for the following assurances:

- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
- 4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
- 5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

Lead Applicant
Name: Jawanda Mullins
Title: Executive Director
Organization: Ready To Work Svc's Inc.
Sign: Jawanda Mullins

Partner
Name: Kevin G. Rushing
Title: Pastor
Organization: United Baptist Church
Sign: Kevin G. Rushing

Partner
Name: Kevin G. Rushing
Title: Executive Director
Organization: Gus Johnson Community Foundation
Sign: Kevin G. Rushing

Partner
Name: _____
Title: _____
Organization: _____
Sign: _____



COMMUNITY CONNECTORS

CommunityConnectors.Ohio.gov

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Lead Applicant

Name: Towanda Mullins
 Title: Executive Director
 Organization: Ready To Work Services
 Sign: Towanda Mullins Inc

Partner

Name: Stacey R. Rice
 Title: Teacher
 Organization: Akron Public Schools
 Sign: Stacey R. Rice

Partner

Name: _____
 Title: _____
 Organization: _____
 Sign: _____

Partner

Name: _____
 Title: _____
 Organization: _____
 Sign: _____



Roles and Responsibilities Worksheet

Ready to Work Services Inc.

Shared Responsibilities	Contribution	Monetary
Faith Based Organization: United Baptist Church	Resume writing, mock interviews and tutoring = 52 hrs.	
Volunteer: United Baptist Church members	Volunteer Mentors provide motivational support, transportation, and one-on-one sessions = 52 hrs.	
Shared responsibilities:	Volunteer Tutors (10) commit to providing classroom support with subject matter curriculum = 100 hr	
Monetary:	None	N/A
School Partner: Akron Public Schools	Development of educational curriculum and participant recruitment = 20 hrs	
Volunteer: Teachers, Secretaries	Material distribution, progress reporting, individual conferences = 9 hrs. @ 1 hr per month	
Shared responsibilities:	Ensuring students are meeting identified benchmarks for graduation	
Monetary:	None	N/A
Community Non-Profit:	Will provide in-kind training facility usage, event space, as well as opportunities for collaborations.	
Volunteer:	Mentor hours for community outreach, development, networking and job placement = 72 volunteer hrs.	
Shared responsibilities:	Outreach, development, networking and job placement	
Monetary:	United Way, Cascade Village of Akron, State of Ohio, Donations, Fundraising	\$12,500

Application Section I: Community Connectors Program Description

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

Ready To Work also referred to as R2W will serve students in grades 8-12 at each of the following identified low performing schools within the Akron City School District:

Akron Buchtel High School

Innes Middle School

Akron North High School

Jennings Middle School

Akron East High School

Litchfield Middle School

2. Provide the number of youth in each grade level and at each school your program proposes to serve.

Akron Buchtel High School = 10 students in each grades 9-12; 40 students

Akron North High School = 10 students in each grades 9-12; 40 students

Akron East High School = 10 students in each grades 9-12; 40 students

Innes Middle School = 10 students in grade 8

Jennings Middle School = 10 students in grade 8

Litchfield Middle School = 10 students in grade 8

3. Select one: Which of the following best describes the proposed project? Select one.

- A. Totally new program developed by this organization
- B. Replication of an existing model in use by others
 - Please provide the name of this model.
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

4. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

The Ready To Work Services, Inc. also referred to as R2W is a non-profit organization whose offers programs that provide mentorship, job readiness, college prep/readiness while also incorporating respect for authority. Our program serves students in low performing schools with regards to job readiness, tutoring, financial literacy, entrepreneurship, summer bridge which transitions 8th grade students to high school, resume writing, mock interviews, job placement as well as ACT tutoring and college selection, application and financial assistance.

Our programs focus intends to address the five Community Connectors core principles as follows;

a.) **To be prepared for the 21st Century** The R2W program will conduct job readiness, skill development, mentor ship and college readiness. Our summer bridge component assists in transitioning students from 8th grade to high school which can be a challenging milestone for some students. During this 4-week component students will participate in an assessment that will identify core competency skills and bridge their current skills with the required component to meet 9th grade benchmarks. Students will play a role in developing individual performance goals in which they feel are attainable. Students set the bar

and are held accountable for the goals in which they have set for themselves. This component will not only allow the mentor but the student to measure as well as acquire the goals in which they put into place for themselves. The accomplishment of meeting personal educational goals as well as the required 9th grade benchmarks will serve as the external reward. Once students are able to measure and identify with personal progress they are now able to identify with their mastery goals and experience the positive outcomes associated with personal development. The job readiness and skill development component requires mentoring, mock interviewing, and work place etiquette. This essential component will equip students with essential job readiness and interviewing skills that will provide a competitive edge when competing for jobs along side their peers. The outcomes are job placement, college entrance and 8th grade students entering high school prepared to meet the required bench marks to succeed with the recently implemented testing components.

b.) **Building Character** stems from pride within ones self and the R2W 10-week certification program which begins with identifying character and assisting students with building character. Our mentors are readily available and work diligently alongside youth participants to identify skills and strengths to practice and learn over the course of the next 10-weeks. The program components of respect for authority, skill development, job readiness, mock interviews, interviewing techniques, resume writing and college preparation assist in developing essential character traits that are necessary for success in the workplace. The development of these identified interpersonal skills will continue to build not only character but enhance the overall development of the student participant. Our measurable outcomes are the completion of the 10-week program, a signed student/mentor contract, as well as a certificate upon completion which identifies to potential employers and admissions committees that the student has taken essential steps to build character, establish goals, and stand out amongst their peers. The final graduation ceremony demonstrates determination, character and achievement on behalf of the student participant.

c.) **Developing Pathways to Achievement** The R2W program encourages academic excellence and achievement for all of our program participants. We have set a minimum standard of a 2.3 G.P.A. for program participation to encourage potential students to set goals of academic excellence and attain accountability for setting those goals. The minimum standard was put in place for reinforcement to potential as well as current student participants to continuously aim for academic excellence, personal growth and critical thinking skills. Potential employers as well as college review boards are constantly looking for more competitive and well rounded student and we seek to empower our students with a resume of achievements that assist them in standing out in the crowd. Our mentors and tutors work diligently with student participants, parents and teachers to ensure that students are not only sustaining the program requirements and meeting academic benchmarks but also implementing a plan of action to remain on course throughout their academic years. Continuous encouragement and support on behalf of our mentors, parents as well as educators has contributed to Ready To Work's student success rate of 90%. Obtaining a job, gaining acceptance to Universities and Colleges as well as acquiring technical education are all success stories in which we share whenever we complete a 10-week training component. Our students have been accepted to institutions of higher learning such as The University of Akron, Kent State University, University of Toledo, University of Cincinnati, Walsh University, and The Ohio State University and they have obtained employment at over 20 employer partners within the City of Akron community. The majority of our youth reside in neighborhoods of high drug use, crime, violence, teen pregnancy, physical abuse and various other indicators but once our students complete the Ready To Work program they are able to identify with alternatives to their circumstances.

d.) **Building Resiliency** begins at home as well as within the community. R2W program participants reside within the inner city and typically come from single parent headed households, at or below the poverty level, and low income households. Environmental factors such as increased crime rates and drug use are obstacles many program participants face on a daily basis. R2W teaches our program participants that by developing character you learn how to stand out from the crowd and not become a product of your environment. The valuable skills and personal development acquired by participating in our program provides options as well as hope for a brighter future. Our mentors, local law enforcement officials, and community volunteers implement the "Respect for Authority" component. This component parents as well as the student in building resiliency and the awareness required to identify problems and bounce back from circumstances. The measurable outcomes are demonstrated by our graduation ceremony and certificate of training which recommends our stamp of approval for job,

academic and college readiness.

e.) **Believing in a positive future** 90% of Ready to Work graduates obtain employment or acceptance into institutions of higher learning or attend some aspect of career training or technical school. If our participants walk out the door without a plan of action for success we have failed in our endeavors for promoting a positive future. Our mentors continuously assist our participants in identifying and obtaining goals as well as assist in identifying obstacles and/or barriers that may prevent a student from maintaining a 2.3 G.P.A as well as obtaining career goals previously put into place. The Ready to Work 10-week component encourages successful achievement and reinforces to participants that with diligence, hard work and effort they are bound for a successful future. The Summer Bridge component identifies as well as incorporates educational bridges that serve as a stepping stone to a positive future. Participants within the Summer Bridge component get a jump on high school by aligning themselves for success once they enter the doors of high school. Participants are aligned for academic success by previously identifying 9th grade benchmarks and implementing a plan of action for student success. Success for student participants within the Ready to Work program can be measured by the alumni that come back to serve as speakers, tutors, mentors or provide a testimony of success by participating in the R2W program, successful employment, college admissions, passing standardized state testing, and meeting the final goal of graduation.

5. Please describe the specific activities your program will conduct.

- A 4-week Summer Bridge Program for 8th grade students transitioning to high school. This summer component will assist with educational skills assessment and identify the educational benchmarks that students should have already acquired or have yet to obtain. A tutoring component will assist our summer bridge program participants with core competencies such as Math, English, Science and Technology which are required areas of competencies that are necessary for success at the secondary grade level. What makes our program successful is that we have implemented the only youth job placement program within the City of Akron. Our program participants understand accountability as well as the criteria and the program expectations. We have a zero behavior tolerance program and believe that by implementing discipline and respect and being accountable for oneself and own actions we are contributing to a level of maturity in which they cannot obtain in the home or at school. In addition our programs success is also a result of a village within our community. Our mentors, church leaders, teachers, parents and the participants all work together for one common goal which is success for the student participant. Our program has been in existence for 9 years and we have been so successful that “word of mouth” are the only marketing tools we have implemented and we continue to have a waiting list from one session to the next. The Ready to Work 10-week program focuses on the following;

- Job readiness/development
- Mock Interviewing
- Public Speaking
- Respect for Authority
- College Prep/Readiness/Financial Aid
- ACT Preparation
- Job Placement

6. Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

Utilizing best practices in our program positively motivates students to want to learn and complete our 10-week

program so they can be the next success story. The Ready to Work program has worked over the past 9 years and we contribute our best practices as well as consistency for our success. The Ready to Work programs educational requirement such as the 2.3 minimum GPA, behavior expectations, a signed contract, and mentor as well as parent participation are best practices that remain constant and contribute to our programs success. Consistency from one year to the next has enabled our program to develop a brand that speaks for itself. Our concept of word of mouth and minimal to no marketing proves that our programs best practices continuously contribute to the overall success rate of our program.

7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

The Ready to Work program has been in existence for 9 years so we measure our previous experience based upon the previous 9 years of program implementation. Our program launched as a volunteer mentor/tutor based program which quickly surpassed our expectations regarding the amount of tutors we were able to provide. Due to our program being housed within the City of Akron Buchtel cluster we began to immediately identify a need for expansion as well as the incorporation of additional program components to meet the needs within the community. Our programs growth as well as success rate has proven that we have identified a need that continues to plague our community as well as our public school educational system within the City of Akron.

8. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

What makes our collaboration successful is the Ready to Work program has been developing our program model for the past 9 years. We have had the opportunity to have roundtable discussions with community leaders, parents, school counselors as well as educators within the classroom. Over the past 9 years we have been developing a rapport within our community that has enabled us to recruit volunteer mentors, obtain in-kind facilities, as well as acquire parent contracts. Our community as well as collaborative partners believe in our program as well as our continuous efforts to contribute to the overall success of the youth within our community. Our collaborative partners believe in our program as well as our model for success. As collaborative partners they have not only invested in the youth within our community but also in the Ready to Work program. In addition our overall 90% success rate also contributes to our successful collaboration due to the overall success rate of the program.

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:

Name and title: Towanda Mullins, Executive Director/Founder of Ready To Work Services, Inc., Kevin Rushing, Pastor & Youth Leader; Executive Director Gus Johnson Community Center, Stacey Rice; Educational Coordinator.

- Responsibilities for this grant project (Percent of time should be included in the budget document): Towanda Mullins, Executive Director responsibilities include implementation of program development, curriculum development, and fundraising and employer engagements. Kevin Rushing, Pastor & Youth Leader/Executive Director responsibilities include facility operations for the Ready To Work programs. Stacey Rice, Educational Coordinator responsibilities include the development of curriculum and student recruitment.
- Qualifications: Towanda Mullins earned an A.S. and B.S. from the University of Akron. Also, while working in Corporate America as a Global I.T. Auditor. She has a passion for the youth in her community. Tutor Director of the collaboration READY TO WORK (R2W) Services/4KIDS tutoring. She is the Scholarship Fund Chairperson at the United Baptist Church in which Events, Fundraisers and donations are allowing students

within Summit County to be awarded financial assistance via Scholarships. She founded this 501c3 after witnessing that many students had no outlet for entry level jobs, scholarships and tutoring needs. Towanda has over 20 years of tutoring experience the first time she tutored was in college. Pastor Kevin Rushing of the United Baptist Church earned a B.S. from the University of Akron, 10 years in community services and Pastoral counseling of over 10 years. Stacey Rice earned a B.S. and Masters from the University of Akron and has worked in the Akron Public School System for over 25 years. Currently she is involved in the Business development of APS students.

- Prior relevant experience: Towanda Mullins has tutored youth for over 20+ years and has held the role of Program Director of Tutoring services at the Gus Johnson Community Center. Ready To Work Services program services has been existence since 2006. Kevin Rushing has fostered youth in numerous youth via the Gus Johnson Community Center for over 10+ years. Stacey Rice has been within the APS educational system for over 25+ years and has worked on the curriculum development of Ready To Work for the last 5 years.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

Ready to Work – Spring 7-week Session announcement 3/23/15 – 3/31/15

Review of applicants and criteria, selection, letters sent – 4/1/15 – 4/7/15

Student/parent orientation, contract signing – 4/10/15

Mentor Training (20 hrs.) - 4/4/15, 4/11/15, 4/18/15 and 4/25/15

Ready to Work – Spring session begins 5/4/15

Annual Scholarship Concert – 3/14/15

Summer Bridge 4-week program – 7/13/15 – 8/7/15

11. Describe the implementation process for reaching the following milestones:

a.i.1.a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;

All of the Ready to Work mentors, tutors and community volunteers are required to obtain background checks due to the nature of working within the Public School system as well as working with youth. Upon successful completion of a background check the mentors participate in a 20 hr. training module prior to working with student participants.

a.i.1.b. Identification and intake process for mentees;

Program participants are selected through an application process and by meeting minimum program criteria. The Ready to Work educational specialist who works directly within Akron Public Schools implements our mentee recruitment component.

a.i.1.c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency; Upon selection of participants, parents along with mentors and program participants sign a contract for continuous enrollment within the program. Parents as well as student participants are aware of the program requirements, minimum GPA requirement and plan of action for continued success and personal development.

a.i.1.d. Assessing fiscal accountability and faithful implementation of project plans; The Ready to Work grants administrator is responsibility for all project accountability as well as grant compliance. Quarterly reporting is performed to ensure program and project compliance as well as financial accountability.

a.i.1.e. Any other critical information you would want the Community Connectors

team to know. N/A

12. Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc. Complete the Roles and Responsibilities worksheet attachment.

We have support from the community partners including the mentors, employers, Gus Johnson Community Center staff and APS staff. In kind services include the Community Center that fosters youth via the program outline and provides at a per program need basis. Personnel contribution of 32 weekly volunteer Mentor hours at 7 weeks totaling 224 hours for workforce and development. 270 volunteer Mentor hours for college prep/readiness. Total personnel (volunteer) hours=566 Annual personnel hours.

Monetary contribution: Summit County United Way Services \$2500.00. Cascade Village of Akron, Ohio economic development grant \$1,000.00 State of Ohio Grant, \$1,000.00 Donations, \$5000.00 Fundraising, \$3000.00

Application Section III: Evaluation Plan

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;

In existence for over 9 years the Ready to Work program has been successful in tracking applicant participants, analyzing statistical data for continuous expansion efforts and evaluating each program component. Signed participant, mentor and parent contracts assist in maintaining standards of accountability. Our annual operating report provides a snapshot for development opportunities. Our grants administrator continuously monitors our funding obligations as well as tracks actual data as well as performance outcomes.

b. Gathering of data to measure progress of program towards meeting the selected goals; We will utilize sign-in sheets, signed participant contracts, mentor and tutoring hours for data tracking as well as analysis.

c. Projected indicators of success; and

The projected indicators of success stem from the previous years analysis of data and tracking of program participants. Our previous years success rate of 90% has set a precedent for success. The Ready to Work program projects an overall increase of 3% due to past performance and our current waiting list for program participants.

d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

Based on previous years evaluations and reporting tools we do not foresee any barriers to successful evaluation. The Ready to Work program has developed a database reporting structure that captures pertinent participant information as well as financial reporting.

14. Applicants are to complete the program model.

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

The Ready to Work programs goals for sustainability have been aggressively developing over the past 9 years. Each year we reach out to advocates within the community, faith based institutions, Akron Public Schools, City of Akron and local charities. Our annual scholarship fund raiser has grown by leaps and bounds to producing a near sell-out audience in 2014. Our goals for continuous develop efforts result around our annual scholarship fundraiser in addition to adding a signature event which has been in the developmental stages over the past year. Our main asset for continuous sustainability revolves around our community volunteers and mentors. This year during the entrepreneurial phase of our program our participants will contribute to the development of our workforce and job placement component. Our youth job placement program serves as the first of it's kind in the City of Akron as well as surrounding areas. The Ready to Work program is prepared and will be transition to the first of it's kind "Youth Employee for Hire temporary agency." Our participants have acquired the discipline, respect for authority, job readiness skills, resume and interviewing skills to land entry level positions. The unemployment rate in Akron, Ohio as of December 2014 was 4.6%. This means employers are seeking new talent but also as job seekers develop additional skills, entry level as well as transitional positions are on the rise. Jobs are beginning to resurface as a result of operational expansions and companies are reintegrating business back to the U.S. When employers are not able to hire as fast as the job market is growing they reach out to local temporary agencies and we can assure them that our program participants with certificate of completion in hand are ready and prepared to fulfill the role. As a youth placement agency we are not only expanding our services but we are also generating revenue for the Ready to Work programs continuous operational sustainability.

Application Section V: Program Budget

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification.

By clicking this box, XI (Insert Name) Towanda L. Mullins agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.



Budget Narrative

Grant Applicant:

Ready To Work Services Inc.

Summary

The purpose of the Budget Narrative is to provide a detailed explanation of how planned expenditures were calculated for each budget category as well as the justification of those expenditures for the devoted program.

Direct Costs

A. Payroll Expenses

90000

B. Payroll Fringe Benefits

0

C. Travel

9576

D. Supplies

1000

E. Equipment

400

F. Contracted Services

14240

G. Training

2100

H. Evaluation

1000

I. Other Program Cost

30800

J. Additional Mentor Support Cost

YEAR 3 - PROJECT BUDGET



COMMUNITY CONNECTORS

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Ready To Work Services Inc.

Summary

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Executive Director/fund-raising and strategic planning	1	50000	0.25	12500
Program Manager/oversee programs	1	40000	0.25	10000
Grants Administrator/oversee funding, compliance reporting	1	30000	0.25	7500
Mentor Coordinator/training, accountability, QA	2	30000	0.25	15000
				0
				0
			Total	45000

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	45000	0	0
		Total	0

C.1. Staff Travel

Description	Total Amount
Mileage reimbursement @ 57.5 r/t to sessions x 32 weeks	2576
In-kind	0
	0
Total	2576

C.2. Mentor Travel

Description	Total Amount
College Tour/Bus/Lodging	5000
	0
	0
Total	5000

D. Supplies

Description	Total Amount
Flash Drives/office supplies	1000
	0
	0
Total	1000

E. Equipment

Description	Unit Cost	Units	Total Amount
			0
			0

			0
		Total	0

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Mentors x 5	\$15.00	900	13500
Janitorial	\$12.00	160	1920
			0
		Total	15420

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Facilitation training (In-kind)	\$15.00	100	1500
			0
			0
		Total	1500

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Summer Bridge Facilitation	\$500.00	1	500
Mentor Training (In-Kind)	\$15.00	140	2100
			0
		Total	2600

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			0
			0
			0
		Total	0

I. Other Program Cost

Description	Total Amount
Facilities/Utilities (In-Kind)	28800
Classroom space/usage (In-kind)	2000
	0
Total	30800

J. Additional Mentor Support Cost

Description	Total Amount
	0
Total	0

The Local Contribution consists of identified in-kind contributions and available funding designated

	PROJECT YEAR 1	BUDGET
Total Budget		103,896.00
Local Contribution		36,976.00

for this program.
The Local Contribution may not be less than
25% of the total project budget in any year.

State Match	66,920.00
Local %	0.355894356